

2021 APTG Course Catalogue

Our courses are designed to help your organization improve operational and organizational effectiveness. Course topics are notional since you may want to adjust (add, delete, modify) objectives and topics based on your specific time, budget or business needs. Courses listed in this catalogue can be delivered via virtual instructor-led or face-to-face delivery. Several course topics and objectives are provided within this catalog after this course summary section. Contact us for specific objectives and course plans for the remaining courses in our catalogue.

- **Assessment and Accountability (3 hours).** Key concepts and principles that leaders need to identify and apply techniques and methods to ensure that team assignments, work, reporting, and assessments are fair, functional, and support performance and accountability within a fair open, and inclusive environment.
- **Business Development (BD) Best Practices and Processes (16 Hours).** Course is designed for entry-level Business Development staff (SMEs and technical experts who are new to BD) with a focus on helping small companies develop the methods, processes, and actions to successfully generate business in a hyper-competitive marketplace. Participants will learn typical capture phases and actions, team member roles and responsibilities, and proposal writing tips and techniques.
NOTE: In class time is designed to be supplemented with actual business development and capture outputs tied to client capture events or a “dummy” case used to produce participant work outputs (i.e., a capture plan). Mentoring / Coaching hours are based on client/participant needs.
- **Change Agent Development (3 hours).** Skills and techniques to help leaders operate as positive change agents within their organizations. Includes motivating and preparing project teams to achieve *sustained* success and not just short-term project/task completion.
- **Conflict Management and Resolution for Leaders (3 hours).** Key concepts and principles that leaders can use to resolve differences in opinion, approach, styles, and communication in a positive and performance-focused environment.
- **Developing Growth Mindset (3 hours).** Key concepts and best practices to help your leaders develop and use *Growth Mindset* to foster collaboration, listening, and effective participation within their teams and workgroups. Examine the impact of mindset on team professionalism, creativity and outcomes, including accountability and receiving feedback.
- **Effective Presentations(4 hours).** Practical tips, techniques, and best practices to help presenters develop and deliver high impact presentations in face-to-face, live virtual and hybrid settings. Course is designed to help staff conduct briefings, presentations, and technical discussions effectively and efficiently while engaging and interesting participants.
NOTE: 4 hours will prepare participants to create an effective presentation. Additional hours are available to observe and critique actual presentations to help participants further develop their presentation skills and abilities.
- **Instructional Systems Design (ISD) (20 in-class hours).** ISD process training to help subject matter experts and instructors develop training lessons and materials that are effective, engaging and performance focused to meet learner and organizational needs. Key skills to ensure that training is developed using a reliable, repeatable, and high quality process to create performance-based learner-centric instructional materials.
NOTE: 20 hours of in class time are supplemented by additional post-session hours (up to 20) for participants to create basic instructional product samples including basic analysis functions, topical listings, objectives, instructional strategy/approach, content selection, discussion

events, activities, exercises, and instructor guides, participant guides, media application, testing and evaluation events and documentation.

- **Instructor Development Courses (16-24 hours).** Key techniques and best practices to enable subject matter experts (basic course) to successfully transition from serving as technical experts to highly effective face-to-face, live web-based, and hybrid delivery instructors or existing instructors to develop more advanced skills and techniques. Course variants are also available to help traditional face-to-face instructors successfully transition to serving as live virtual and hybrid delivery instructors. There are three course variants: live in-person, a basic live virtual, and an advanced live virtual instructor-led. Participants learn key instructor skills to ensure training is performance-focused, engaging, and effective. Variants provide focused training on the delivery medium and for the advanced live virtual, additional practice including delivering physical skills training and group work.
 - **Live In-Person Instructor Development Course (24 hours)**
 - **Basic Live Virtual Instructor Development Course (16 hours)**
 - **Advanced Live Instructor Development Course (16 hours)**
- **Job Aid Development (16 hours).** Best practices to help your subject matters experts and trainers to efficiently create performance-oriented job aids, checklists, and performance support tools that help users perform operations, maintenance, and repair tasks to standard. Course will help your staff to develop the skills they need to create performance-focused job aids that enable novice performers to operate at an accomplished performer level.

NOTE: 16 hours will complete the basic instruction and planning associated with developing high performing Job Aids including developing at least one job aid by end of class. Additional hours for practical Job Aid development are recommended to help participants operationalize the course by developing Job Aids for their business operations.
- **Job Task Analysis (16 hours).** Course is designed to help instructional designers, performance analysts, and subject matter experts plan and conduct a JTA that provides objective and valid results that form the basis for decisions related to training including train/no-train for specific tasks and method selection. This course will help your teams determine the specific performance requirements, equipment, training, and performance support needs associated with a job or position.

NOTE: 16 hours completes the basic instruction and planning associated with a JTA. Additional hours for practical completion of a supported JTA is recommended to help participants operationalize the course by conducting an actual JTA.
- **Maritime Safety and Security (hours vary).** Holistic analysis and training to help resource protection and enforcement teams conduct safe, secure, and operationally effective maritime interdiction operations in support of legal and resource protection settings. Course objectives are tuned for the client's specific operating and mission environment.
- **New Leader Skill Development (3 hours).** Key concepts and principles that a new leader needs including developing and implementing goals and objectives that truly involve your team members, communicating effectively to support a high-functioning team, and applying team leadership skills to foster collaboration and high performance.
- **Project Management Best Practices and Principles (3 hours).** Examine best practices and principles leaders can use to manage team projects and tasks including the critical actions to

encourage diversity of thought, consistently provide positive encouragement and direction, and attain objectives.

- **Pushing Management's Buttons to Improve Performance: An introduction to Performance Thinking (4 hours).** By and large the people in our organizations have the skills they need and are motivated to do good work. Yet organizations spend in excess of \$100B on training each year. The reality is many organizations are not using the full spectrum of tools to solve their problems and instead become over dependent on just a few. This course highlights several of the most powerful, but underutilized approaches to improve workplace performance. Research and common sense have demonstrated that most often the performance problem is not with the people in the organization, but the organization itself. This course brings focus to areas “management” should examine before assuming a problem will be solved with training. This presentation provides real world examples and case studies on how a true performance perspective results in quantifiable and cost-effective returns in individual and organizational performance.
- **Team Formation (3 hours).** Tips and techniques to quickly bring a team together and start / manage the process of developing and leading a high-performing team while avoiding common mistakes and errors that hamper teams. Course is focused on helping leaders who need to manage task-specific teams in a matrixed organization.
- **Training Needs Analysis (TNA).** Course enables analysts, subject matter experts and training staff to determine the most cost-effective methodology and processes to develop and deliver training and performance support solutions. The TNA enables sponsors to determine exactly what is needed and achievable, ensuring that training will perform to the desired standard.
- **Virtual Teams (9 hours).** Key principles and best practices to help junior to senior executives successfully lead, manage, and work in virtual and hybrid teams.
 - **Virtual Team Member.** Best practices to help your workforce operate effectively in virtual and hybrid teams. Virtual course designed to help work team members to work effectively and efficiently with colleagues in a virtual environment, during both routine operations and emergent incidents.
 - **Virtual team Leader.** Follow-on course for leaders tasked with managing virtual teams. Designed as an additional module to the Working in Virtual Teams course.
- **Vision, Mission and Values (VMV): The DNA of High Performing Organizations (4 hours).** Vision Mission and Values Statements; most organizations have them. Executive teams spend lots of time and money spinning the perfect phrase or paragraph to post on the company bulletin board, website, and annual report. Victory is declared and the execs go back to their corner offices. The problem is that in many organizations only a few people outside the “C” suite are conversant with the organizational Vision, Mission and Values and far fewer, including some inside the “C” suite actually adhere to them. So how does an organization internalize and fully integrate their VMV into their day to day business? How does an organization prevent their VMV from becoming just platitudes on a poster? This course examines the true role of the Vision, Mission and Values Statements in today’s complex and rapidly changing organizations. The course identifies common mistakes and pitfalls that prevent impactful VMV statements. The course examines the VMV in contemporary companies and highlights how VMV is integrated into culture and day to day work of High Performing Organizations (HPOs).

- **Custom Course Development.** Contact us for custom course development options to create organization-specific training and professional development courses and course variants.

Effective Presentations

This 4 hour course is designed to help staff conduct briefings, presentations, and technical discussions effectively and efficiently while engaging and interesting participants. This course can be delivered in-person or via live virtual delivery.

NOTE: 4 hours will prepare participants to create an effective presentation. Additional hours are available to observe and critique actual presentations to help participants further develop their presentation skills and abilities.

Topic	Performance Objectives
Introduction, Course Overview, Technical Details	<ul style="list-style-type: none"> • <u>Introduce</u> instructor and participant names/locations • <u>Conduct</u> communications checks and channels • <u>Define</u> roles and responsibilities: Facilitator, Participant, Tech Support (if available) • <u>Review</u> the syllabus and course plan • <u>Identify</u> additional topic or discussion areas (parking lot) • <u>Demonstrate</u> key features of the delivery system (if virtual)
Importance of Presentation Skills	<ul style="list-style-type: none"> • <u>Discuss</u> how effective presentation skills can support personal and business success • <u>Discuss</u> the role of engagement in focusing participant attention, gaining understanding and securing agreement/buy-in related to presentation key points
Presentation Factors	<ul style="list-style-type: none"> • <u>Determine</u> what makes a presentation uninteresting or unable to secure the desired decision • <u>Describe</u> how different presentation styles, visual aids, activities, and audience engagement impacts presentation effectiveness
Preparing an Effective Presentation	<ul style="list-style-type: none"> • <u>Define</u> criteria you should consider when preparing a presentation • <u>Describe</u> the purpose of “Begin with the end in mind” • <u>Explain</u> how to determine the purpose of a presentation
Audience Engagement	<ul style="list-style-type: none"> • <u>Describe</u> how to engage the audience • <u>Discuss</u> how audience engagement influences the efficacy of a presentation
Engaging Adults	<ul style="list-style-type: none"> • <u>Identify</u> key adult engaging principles presenters can use to focus participant participation
Meaningful Interaction	<ul style="list-style-type: none"> • <u>Describe</u> ways to create meaningful interactions when delivering a presentation
Maintain Focus Using Questions	<ul style="list-style-type: none"> • <u>Identify</u> question types and when to use them within a presentation • <u>Apply</u> effective questioning techniques to increase participant interaction, focus and presentation content retention
Activities and Exercises	<ul style="list-style-type: none"> • <u>Describe</u> the role of mini-activities and exercises to help convey information and engage an audience during a presentation
Listening Skills	<ul style="list-style-type: none"> • <u>Describe</u> nonverbal communication that will promote active listening and facilitate audience engagement
Communicate Effectively	<ul style="list-style-type: none"> • <u>Identify</u> key communication practices including listening skills, group discussion techniques and positive communication best practices
Practice Guidance	<ul style="list-style-type: none"> • <u>Describe</u> the importance of pre-planning and practice to help ensure the success of the presentation
Deliver an Effective Presentation	<ul style="list-style-type: none"> • Review the steps involved in preparing an effective presentation that successfully engages an audience

Instructor Development Courses (IDCs)

Three course options are described below: Basic and Advanced Live Virtual Instructor Development Course and a Live In-Person Instructor Development Course.

Live Virtual Instructor Development Course (16 hours). Course is typically broken into five consecutive two-hour sessions with up to three more sessions for participant live webinar delivery. The course is technology agnostic to support effective delivery by instructors regardless of platform. Delivery is typically via the client’s preference for system. Class size normally limited to 15 instructors.

Topic	Performance Objectives
Introduction, Course Overview, Technical Details	<ul style="list-style-type: none"> • <u>Introduce</u> instructor and participant names/locations • <u>Conduct</u> communications checks and channels • <u>Define</u> roles and responsibilities: Facilitator, Learner/Participant, Tech Support (when available) • <u>Review</u> the syllabus and course plan • <u>Identify</u> additional topic or discussion areas (parking lot) • <u>Demonstrate</u> the delivery system’s key features
Facilitator and Participant Preparation	
Creating Objectives & Content: Focusing on <i>their</i> needs	<ul style="list-style-type: none"> • <u>Research</u> to keep adults interested in <i>your</i> webinar • <u>Designing</u> webinar objectives • <u>Describe</u> key guidelines for visuals, graphics, and text density • <u>Identify</u> methods to ensure <i>your</i> delivery will meet <i>their</i> expectations • <u>Define</u> and <u>apply</u> 10 key adult learning principles • <u>Describe</u> and <u>apply</u> the cognitive delivery and physical skill models (physical skill model practice in the advanced course) • <u>Create</u> engaging learning activities • <u>Develop</u> detailed agendas and course materials • <u>Prepare</u> for and <u>react</u> to technology and timing issues • <u>Maximize use</u> of multiple delivery channels: Visual, audio, video, text
Facilitator & Participant Preparation	<ul style="list-style-type: none"> • Demonstrate basic system familiarity • <u>Identify</u> limiting technical or social factors • <u>Create</u> and <u>use</u> a simple learner contract • <u>Use</u> simultaneous interpreters in a live virtual environment
Actively Facilitating a Live Webinar	
Modeling Behaviors and Fostering Interactions: Interactive Questions Techniques	<p><u>Define</u> and <u>apply</u>:</p> <ul style="list-style-type: none"> • Open vs. closed questions • <i>Pull</i> more than you <i>Push</i> when using questions • Question funnel • Five question types • Response methods: annotation, visual/system polling, posting, private, public • Pros and cons of in- class vs. “<i>Homework</i>” activities • Private and Group chats • Individual and group work – when and how • Frequent checks
Training Session Management	<ul style="list-style-type: none"> • <u>Posting</u> materials • <u>Gauging</u> Interest and engagement • <u>Conducting</u> progress checks • <u>Planning</u> and <u>conducting</u> basic activities for individuals and groups

Measuring Performance	
Measuring results	<ul style="list-style-type: none"> • <u>Define</u> Kirkpatrick Level 1 – 3 evaluations and when to use them • <u>Describe</u> how evaluation links back to the objectives... • <u>Prepare</u> and <u>use</u> a simple evaluation or progress/learning check • <u>Demonstrate</u> using the instructor evaluation instrument and job aid
Level 1: Reaction	<ul style="list-style-type: none"> • <u>Complete</u> a formal Level 1 surveys • <u>Check</u> for pace, content, and goal attainment
Level 2: Learning	<ul style="list-style-type: none"> • <u>Target</u> the feedback at the goals and objectives • <u>Use</u> products /activity outputs to gauge learning • <u>Identify</u> testing types and methods • <u>Describe</u> and <u>apply</u> coaching and mentoring during and after a live session
Preparing and Delivering Your Presentation and Evaluation	
Topic and Session Plan	<ul style="list-style-type: none"> • <u>Plan</u> and <u>develop</u> individual presentations including topic selection, developing key session elements including realistically assessing amount of content • <u>Practice</u> to meet the session's 15-20 minute time target • <u>Receive</u> external mentoring and coaching if desired • <u>Complete</u> external reading • <u>Practice</u> with the presentation tools and features
Deliver a 15-20 minute live webinar	<ul style="list-style-type: none"> • <u>Deliver</u> a live webinar to standard • <u>Review</u> and <u>apply</u> the evaluation instrument • <u>Complete</u> a live session critique

Advanced Live Virtual Instructor Development Course (16 hours). Course is typically broken into five consecutive 2.5-hour sessions with one - two additional sessions for participant delivery of their live webinars. The course is designed to be technology agnostic to support effective delivery by instructors regardless of platform. Delivery is typically via the client's preference for system. Course builds on the live virtual IDC with a focus on developing activities, exercises, and planning/conducting technical skills training. Other topics can be added as instructional blocks. Class size normally limited to 10 instructors.

Topic	Performance Objectives
Introduction & Refresher	<ul style="list-style-type: none"> • <u>Complete</u> introduction and <u>identify</u> course expectations • <u>Review</u> core concepts from Live Virtual IDC including: <ul style="list-style-type: none"> ○ Camera position and management ○ Effective question techniques ○ Activities and Exercise design, delivery, and evaluation
Activity and Exercise Design	<ul style="list-style-type: none"> • <u>Identify</u> desired elements for a participant centric activity and exercise. • <u>Design</u> a technical course activity/activities and exercise(s) appropriate for use in their program. Participants will develop a participant-centric activity and exercise to a high-performance level working as individuals and within small teams. • <u>Present</u> activity/exercise design ideas to the larger group
Activity and Exercise Delivery	<ul style="list-style-type: none"> • <u>Develop</u> and <u>present</u> activity to the group • <u>Evaluate</u> results and performance • <u>Determine</u> needed revisions
Physical Skills Design <i>Or</i>	<ul style="list-style-type: none"> • <u>Walk through</u> physical skills (example: set up/ use a portable detector) using actual equipment, cameras, and job aids • <u>Plan</u> demonstration and training centered on physical skills for web delivery • <u>Review</u> planned demonstration in small groups

Virtual Exercise Design	<p>Alternative to above:</p> <ul style="list-style-type: none"> • <u>Create and design</u> exercises (i.e., a table top exercise) that can be effectively delivered in a web environment including the specific objectives that drive the virtual design • <u>Determine</u> best methods to support small group focus and interactions needed to meet exercise objectives • <u>Implement</u> effective methods to deliver injects and <u>manage</u> observations in a virtual environment
Physical Skills Delivery	<ul style="list-style-type: none"> • <u>Present</u> demonstration to group • <u>Evaluate</u> demonstration • <u>Revise</u> demonstration as necessary
<i>Or</i>	Alternative to above:
Virtual Exercise Delivery	<ul style="list-style-type: none"> • <u>Present</u> exercise plan and methodology to the group • <u>Develop</u> and <u>deliver</u> exercise elements • <u>Monitor</u> exercise activity and <u>evaluate</u> results
Other Potential Topics	<ul style="list-style-type: none"> • Additional iterations of blocks 2-5 as needed/desired. • Conduct walk-throughs of current / planned courses. • Practice specific delivery models: Instructor to distributed participants (not in one place), Instructor to co-located participants (all in one venue)

Live In-Person Instructor Development Course (24 hours). Course is typically broken into two instructional days with one - two days for participant presentation deliveries. The course is designed to help subject matter experts and other technical professionals to transition from their current/primary positions to serving as instructors who deliver quality engaging and interactive instruction based on adult learning principles. Class size normally limited to 15 instructors.

Introduction and Course Overview	
Introduction, Course Overview, “Getting Started” Tips	<ul style="list-style-type: none"> • <u>Introduce</u> instructor and participants: names, bios, experience • <u>Define</u> Roles and responsibilities: Facilitator, Participant, Logistics Support • <u>Conduct</u> a syllabus review • <u>Describe</u> and <u>complete</u> a learner contract for this course • <u>Identify</u> other topics and discussion areas based on participant requests (parking lot) • <u>Review</u> course materials including the presentation materials, evaluation instruments, and Instructor Handbook
Facilitator and Participant Preparation	
Creating Objectives & Content: Focusing on <i>Their</i> Needs	<ul style="list-style-type: none"> • <u>Identify</u> and <u>apply</u> methods to keep adults interested and engaged • <u>Design</u> participant-focused objectives including linkage to Job Task Analysis • <u>Engage</u> participants via multiple senses • <u>Prepare</u> visual materials: Media, graphics, and text best practices / slide design tips • <u>Align</u> <i>your</i> delivery will meet <i>their</i> expectations • <u>Create</u> performance based measurable objectives • <u>Define</u> and <u>describe</u> delivery model structure and key components: Theory (cognitive and affective domain) and Skill (kinesthetic / psycho-motor) • <u>Identify</u> Theory and Skill session delivery tips and techniques • <u>Combine</u> elements from both methods to complete a complex training event • <u>Assess</u> the amount of material to include in an instructional block and develop a sessions plan / schedule • <u>Design</u> individual and group activities and exercises

	<ul style="list-style-type: none"> • <u>Create</u> agendas and course materials including when to send out materials • <u>Describe</u> and <u>apply</u> room and seating structures that foster learning / interaction • <u>Use</u> delivery media: Visual, audio, video, text
Facilitator & Participant Preparation	<ul style="list-style-type: none"> • <u>Identify</u> and <u>mitigate</u> readiness for Training issues • <u>Create</u> and <u>use</u> learner contracts • <u>Prepare</u> for a delivery that matches <i>their</i> expectations • <u>Identify</u> key elements of and use a structured instructor guide (IG)
Actively Facilitating Instructional Sessions	
Training Session Management and Modeling Behaviors	<ul style="list-style-type: none"> • <u>Define</u> and <u>apply</u> the ten key Adult Learning Principles • <u>Use</u> pre-planned and spontaneous questions to build engagement & interactivity/interest. • <u>Identify</u> and <u>create</u> meaningful feedback loops and progress checks • <u>Use</u> Open vs. Closed questions and “Pull Vs. Push” methods • <u>Describe</u> and <u>apply</u> a question funnel including questioning frequency • <u>Define</u> and <u>apply</u> the five question types; use and application plus Stem and Query • <u>Describe</u> and <u>use</u> effective questioning technique “do’s and don’ts” • <u>Designing</u> and using in-class Activities and Exercises • <u>Define</u> the pros and cons of individual and group work • <u>Describe</u> and <u>use</u> active listening and nonverbal skills • <u>Identify</u> the features and benefits of in-class polling to assess student progress • <u>Describe</u> the root causes and methods to <u>handle</u> challenging participants including diverse experience levels, “sharpshooters” and cliques • <u>Identify</u> the pros and cons of in- class vs. “<i>Homework</i>” activities
Measuring Performance and Evaluation	
Measuring Results	<ul style="list-style-type: none"> • <u>Describe</u> Kirkpatrick Level 1 – 4 evaluation model with focus on Levels 1 - 3 • <u>Determine</u> methods to measure objectives...reinforcing actual performance measurement <ul style="list-style-type: none"> ○ Level 1 (Reaction) assessment including instrument design, end of program and in-program checks (e.g., pace, content, objective attainment) ○ Level 2 (Learning) assessment including methods, focus on objectives, using process and activity outputs to gauge learning, testing, and post-delivery coaching, and mentoring ○ Level 3 (Behavior) assessment rationale, features, and benefits • <u>Describe</u> the purpose of instructor evaluations and job aid(s) to assess instructor performance
Preparing for Your Presentation and Evaluation	
Topic and Session Planning and Delivery	<ul style="list-style-type: none"> • <u>Select</u>, <u>plan</u>, and <u>prepare</u> individual presentations: Topic, interaction, engagement, activity, media, and evaluation elements within a structured IG • <u>Identify</u> and <u>apply</u> session tips and best practices, including preventing common mistakes • <u>Discuss</u> and <u>perform</u> delivery and evaluation responsibilities • <u>Plan</u> and <u>conduct</u> external mentoring and coaching • <u>Demonstrate</u> realistic schedule design • <u>Complete</u> external reading • <u>Apply</u> delivery best practices • <u>Conduct</u> self and group evaluations to identify strengths and areas for improvement • <u>Deliver</u> a 20-minute presentation to standard

Other Potential Topics	<ul style="list-style-type: none">• Additional presentations as needed/desire for participants to meet objectives and desired performance levels• Focused topics on instructor skills including analysis, development, etc.• Hybrid delivery...partial virtual / partial face-to-face
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Job Task Analysis (JTA)

This 16 hour course is designed to help instructional designers, performance analysts and subject matter experts plan and conduct a JTA that provides objective and valid results that form the basis for decisions related to training including train/no-train for specific tasks and method selection. It provides participants with a grounding in a JTA's four phases (Planning, Conducting, Analyzing Results, and Briefing Results) used to support Training Management and Training Development. It is one of the building blocks typically considered within the *analyze* component of the Analyze, Design, Develop, Implement and Evaluate (ADDIE) instructional systems design model. The course works most effectively when participants can incorporate an actual JTA into the course.

Topic	Performance Objectives
Introduction and JTA Overview	<ul style="list-style-type: none"> • <u>Define</u> the four phases and 12 steps typically included in a comprehensive JTA
Planning the JTA	<ul style="list-style-type: none"> • <u>Describe</u> the purpose, elements, and expectations of a JTA Alignment Meeting • <u>Prepare</u> a JTA Alignment meeting brief • <u>Discuss</u> why a document and extant data search is an important JTA element • <u>Plan</u> a JTA Document Search / Review including potential source identification and regulatory guidance • <u>Plan</u> for and <u>Develop</u> a Prototype Task List for a JTA • <u>Validate</u> the JTA Task List
Conducting the JTA	<ul style="list-style-type: none"> • <u>Describe</u> the purpose and limits of a JTA job task survey • <u>Design</u> a complete JTA survey including demographics, scale, and job tasks • <u>Identify</u> potential methods to implement (conduct) the JTA Survey • <u>Discuss</u> the need for fidelity, accountability, and objectivity throughout the JTA data collection process • <u>Select</u> method(s) to implement (conduct) the JTA Survey • <u>Collect</u> data using the JTA survey method(s)
Analyze Results	<ul style="list-style-type: none"> • <u>Describe</u> the purpose and methodology behind JTA analysis • <u>Plan</u> for and <u>conduct</u> Focus Groups, Direct Observation and / or Additional Data Collection based on initial analysis results • <u>Discuss</u> the meaning and application of Difficulty, Importance, and Frequency (DIF) results regarding Train – No Train solution sets • <u>Apply</u> data results to select specific job task solutions • <u>Collate</u> results into a comprehensive JTA solution set • <u>Conduct</u> quality assurance / logic checks • <u>Develop</u> the comprehensive JTA report
Outbrief and Decision Support	<ul style="list-style-type: none"> • <u>Describe</u> the purpose and <u>plan</u> a JTA Outbrief / Results Brief
Review and Evaluation	<ul style="list-style-type: none"> • <u>Summarize</u> the JTA process, <u>conduct</u> an evaluation, and <u>plan</u> follow-on actions
Focused Practice and Support	<ul style="list-style-type: none"> • <u>Plan</u> and <u>design</u> an actual JTA the participants will complete as a team

Basic Instructional Systems Design

This 20 hour course is designed to provide instructors and SMEs with skills and knowledge they need to create performance-based learner-centric courses and course materials using the Analyze, Design, Develop, Implement, Evaluate (ADDIE) instructional systems design (ISD) model. 20 hours of in-class time is supplemented with post-session hours (up to 20) to create instructional products. The live in-person course variant can be delivered at client site or via virtual delivery. The live virtual variant is typically broken into eight 2.5 hour sessions with materials developed by the participants outside of class time. The instructors work with participants to evaluate training products developed within the program. Participants can work as individuals or small groups with a 15 person class size.

Topic	Performance Objectives
Introduction and Basic ISD Overview	<ul style="list-style-type: none"> • <u>Introduce</u> instructor and participants: names, bios, experience • <u>Define</u> roles and responsibilities: Facilitator, Participant, Analyst, Designer • <u>Conduct</u> a syllabus review • <u>Describe</u> and <u>complete</u> a learner contract for this course • <u>Identify</u> and <u>define</u> the purpose and function of ISD including each ADDIE phase • <u>Review</u> course expectations, objectives, and course materials • <u>Identify</u> other topics based on participant requests (parking lot)
Analysis	<ul style="list-style-type: none"> • <u>Identify</u> job tasks appropriate for training development • <u>Discuss</u> key factors used to select training methodology • <u>Identify</u> and <u>create</u> analysis outputs needed for subsequent ADDIE phases: <ol style="list-style-type: none"> 1. Objective listing including performance, conditions, and standards 2. Non-training or training support solutions with a focus on job aids 3. Audience profiles and readiness for training information 4. Training development schedule / project plan
Design	<ul style="list-style-type: none"> • <u>Describe</u> and <u>create</u> design phase outputs including: <ol style="list-style-type: none"> 1. Create a design plan to guide subsequent development 2. Topics, terminal performance objectives (TPO) and enabling objectives (EO) 3. Select content, learning interventions, activities, exercises, discussion materials, and materials needed for each TPO and EO set. 4. Determine progress check and evaluation strategies
Develop	<ul style="list-style-type: none"> • <u>Develop</u> instructional materials including: <ol style="list-style-type: none"> 1. Evaluation and progress check batteries and evaluation plan items 2. Content tied to objectives and topics per the design plan 3. Supporting materials including job aids, checklists and resources 4. Supporting media and visual elements 5. Instructor Guides (IG) with learning / discussion events, questions and interaction events, activities, exercises, and progress checks 6. Participant Guides (PG) with key materials, actions and resources (i.e., job aids) 7. Identify test subjects, locations, and test methodology for pilot trial(s) 8. Conduct pilot testing and revise final materials
Implement	<ul style="list-style-type: none"> • <u>Discuss</u> typical course roll out functions and responsibilities • <u>Identify</u> life-cycle maintenance and continuous improvement actions
Formative / Summative Evaluation	<ul style="list-style-type: none"> • <u>Define</u> and <u>plan</u> formative evaluation elements within the ADDIE process • <u>Define</u> and <u>plan</u> summative evaluation elements within the ADDIE process • <u>Conduct</u> summative review and evaluation of instructional materials
Post-Class Actions	<ul style="list-style-type: none"> • Instructor work with individuals and teams to plan, develop, test, and publish instructional materials

Job Aid Development

This 16 hour course is designed to help instructional designers, performance analysts, and subject matter experts create performance-focused job aids that enable novice performers to operate at an accomplished performer level. Participants will complete the basic instruction and planning associated with developing high performing Job Aids including developing at least one job aid by end of class. Additional hours for practical Job Aid development is recommended to help participants operationalize the course by developing multiple Job Aids for their business operations. Job Aids are a key component of many training solutions and non-training performance support solutions. It can be delivered in-person or virtually. Course size is typically limited to 20 participants.

Topic	Performance Objectives
Introduction and Job Aid Development Overview	<ul style="list-style-type: none"> • <u>Define</u> the purpose and function of a Job Aid: <i>What does it do and what is it not designed to do?</i> • <u>Define</u> the two key performance measures: Time on Task (ToT) and Quality of Task Performance (QoTP) • <u>Describe</u> the typical job aid user
Job Aid Design Factors	<ul style="list-style-type: none"> • <u>Describe</u> seven key questions a developer considers to develop a job aid: <ol style="list-style-type: none"> 1. What is the appropriate level of prerequisite knowledge? 2. What is the title and description that sets user context? 3. What are the text drafting guidelines to ensure clarity? 4. What are the visual/media needs for the job aid? 5. How will you conduct prototype testing and with who? 6. Can you identify durability, usage, and ergonomic needs? 7. What do you need to do to create a user-friendly job aid?
Job Aid Production Steps	<ul style="list-style-type: none"> • <u>Define</u> and <u>describe</u> eight key Job Aid production steps: <ol style="list-style-type: none"> 1. <u>Determine</u> Job Aid format and prepare a template 2. <u>Identify</u> linkages to manuals, performance systems, and policies / SOPs 3. <u>Prepare</u> Job Aid rough draft / prototype 4. <u>Identify</u> test subjects matched to the demographic user profile and <u>test</u> the Job Aid rough draft / prototype 5. <u>Revise</u> the Job Aid based on ToT and QoTP results 6. <u>Retest</u> the Job Aid with new demographically equivalent test subjects 7. <u>Complete</u> final revisions and, if needed, retest until valid ToT and QoTP results are achieved 8. <u>Publish</u> and <u>disseminate</u> the Job Aid
Plan the development of a Job Aid	<ul style="list-style-type: none"> • <u>Plan</u> Job Aid development by: <ol style="list-style-type: none"> 1. <u>Answering</u> the seven key questions 2. <u>Identifying</u> potential test subjects, locations, and test methodology 3. <u>Preparing</u> the Job Aid development schedule
Develop a Job Aid	<ul style="list-style-type: none"> • <u>Develop</u> a Job Aid via the eight-step process
Review and Evaluation	<ul style="list-style-type: none"> • <u>Conduct</u> summative review and evaluation of Job Aid plans or completed Job Aids
Focused Practice and Support	<ul style="list-style-type: none"> • Instructor can work with individuals and teams to plan, develop, test, and publish job aids

Working In and Managing Virtual Teams

Working In Virtual Teams (6 hours). Numerous organizations are transitioning to working virtually with both traditional and matrixed teams. The COVID-19 Pandemic has accelerated this trend. The Working Effectively in Virtual Teams (WEVT) course is designed to help you work effectively and efficiently with colleagues in a virtual environment, during both routine operations and emergent incidents. This will provide you with a performance foundation your teams can build on as they transition to working more frequently within a virtual workplace. The course is delivered via two 3-hour sessions. Course size typically limited to 20 participants. Course is typically delivered virtually.

Topic	Performance Objectives
Introduction	<i>(Communications Checks; Instructor/Participant Introductions; Review Course Syllabus)</i>
The Seven Critical Team Skills	<ul style="list-style-type: none"> • <u>Discuss</u> the Seven Critical Team Skills as They Relate to Your Virtual Environment
Being a Team Player in a Virtual Environment/Roles and Responsibilities	<ul style="list-style-type: none"> • <u>Examine</u> the Significance of Self, Situational, and Team Awareness in Your Virtual Environment • <u>Describe</u> the Roles and Responsibilities of Personnel in Your Virtual Team
Team Building in a Virtual Environment	<ul style="list-style-type: none"> • <u>Relate</u> the Five Stages of Team Development to Your Virtual Environment
Communicating Effectively in a Virtual Environment	<ul style="list-style-type: none"> • <u>Discuss</u> Adult Performance Characteristics and Principles as They Relate to Communicating Effectively in a virtual Environment
Coordinating Projects in a Virtual Environment	<ul style="list-style-type: none"> • <u>Review</u> Virtual Project Management Best Practices
Effective Techniques for Fostering Interaction, Efficiency, and Team Building in the Virtual Environment	<ul style="list-style-type: none"> • <u>Discover</u> Virtual Teaming / Learning Techniques Used to Foster Interaction, Efficiency, and Team Building
Develop a personal improvement plan to support effective learning transfer	<ul style="list-style-type: none"> • <u>Use</u> the instructor-provided template to develop a personal work plan to effectively apply course materials to daily activities

Managing Effectively in Virtual Teams Course (6 hours). The course is built around two 3-hour interactive delivery sessions. It is designed to help leaders effectively and efficiently work and manage in a virtual environment, during both routine operations and emergent incidents. The program will help leaders develop specific skills they can use to foster teamwork and mission focus for teams that are not co-located, have significant members who telecommute, or who work during different periods.

Topic	Performance Objectives
Seven Critical Team Skills	<ul style="list-style-type: none"> • <u>Discuss</u> the seven critical team skills as they relate to your virtual environment
Roles & Responsibilities of a virtual team player	<ul style="list-style-type: none"> • <u>Examine</u> the significance of self, situational, and team awareness in your virtual environment • <u>Describe</u> roles & responsibilities of the staff in your virtual team
Team Building in a Virtual Environment	<ul style="list-style-type: none"> • <u>Relate</u> the Five Stages of Team Development to a Virtual Environment
Communicating Effectively in a Virtual Environment	<ul style="list-style-type: none"> • <u>Discuss</u> adult performance characteristics and principles applied to communicating effectively in a virtual environment

Coordinating Projects in a Virtual Environment	<ul style="list-style-type: none">• <u>Review</u> virtual project management best practices
Effective Virtual Techniques to Foster Interaction, Efficiency, and Team Building	<ul style="list-style-type: none">• <u>Identify</u> virtual teaming / learning techniques to foster interaction, efficiency, and team building
Team Management Techniques in a Virtual Environment	<ul style="list-style-type: none">• <u>Review</u> best practices for managing, leading, and motivating virtual teams
Onboard Virtual Team Members	<ul style="list-style-type: none">• <u>Review</u> best practices to welcome personnel to your virtual team
Providing Meaningful Feedback for Virtual Team Members	<ul style="list-style-type: none">• <u>Review</u> best practices for effectively and efficiently providing timely and meaningful feedback to virtual team members
Conclusion / Course Survey	<ul style="list-style-type: none">• <u>Respond</u> to any parting questions / “parking lot items”, wrap-up and complete individual course surveys

Introduction to Performance Thinking *and* Vision, Mission, and Values

Pushing Management's Buttons to Improve Performance: An Introduction to Performance Thinking (4 hours). This course will help leaders and managers identify where most problems occur, who is responsible for them, and how to fix them. It provides them with a commonsense approach and model to make their organizations and employees more effective and efficient. The USCG, a recognized leader in implementing performance improvement principles, adopted this approach and model.

Topic	Performance Objectives
Introduction and Overview	<ul style="list-style-type: none"> • <u>Identify</u> the factors that keep you from doing your job
Defining Performance	<ul style="list-style-type: none"> • <u>Discriminate</u> between activity and results • <u>Define</u> Human Performance Technology/Improvement • <u>Discuss</u> the causes for low performance • <u>Discuss</u> the Four Tenants of Performance Technology
Systems Thinking	<ul style="list-style-type: none"> • <u>Discriminate</u> between a symptom and a root cause • <u>Define</u> root cause analysis • <u>Define</u> triangulation of data
Performance Factors Model	<ul style="list-style-type: none"> • <u>Identify</u> 8 critical performance factors • <u>Discuss</u> performance data • <u>Assess</u> Performance Problems in your own organization • <u>Discuss</u> opportunities to implement a performance perspective in your organization
Review and Evaluation	<ul style="list-style-type: none"> • <u>Summarize</u> the value and application of a performance perspective

Vision, Mission and Values (VMV): The DNA of High Performing Organizations (4 hours). This course examines the true role of the Vision, Mission and Values Statements in today's complex and rapidly changing organizations. The course identifies common mistakes and pitfalls that prevent impactful VMV statements. The course examines the VMV in contemporary companies and highlights how VMV is integrated into culture and day to day work of High Performing Organizations (HPOs).

Topic	Performance Objectives
Introduction and Overview	<ul style="list-style-type: none"> • <u>Discuss</u> the strategic purpose of VMV
Key Definitions	<ul style="list-style-type: none"> • <u>Define</u> High Performing Organization • <u>State</u> the 5 elements of a High Performing Organization
Mega Thinking and Strategic Thinking	<ul style="list-style-type: none"> • <u>Discriminate</u> between leadership levels of impact • <u>Describe</u> the quadruple bottom line for all organizations. • <u>Define</u> Vision, Mission and Values
Practical Application	<ul style="list-style-type: none"> • <u>Examine</u> VMV statements from well know organizations • <u>Discuss</u> the qualities of good VMV • <u>Discuss</u> VMV's relationship to Systems Thinking • <u>Discuss</u> how to implement VMV into your organization • <u>Draft</u> VMV statements
Review and Evaluation	<ul style="list-style-type: none"> • <u>Summarize</u> the value and application of a VMV